



**Universitas Negeri Surabaya
Faculty of Languages and Arts
Master of Arts and Culture Education Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																
Arts and Culture Learning Design and Technology	8810902004		T=2	P=0	ECTS=4.48	1	July 18, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																	
			Dr. Anik Juwariyah, M.Si.																																	
Learning model	Project Based Learning																																						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																						
	Program Objectives (PO)																																						
	PLO-PO Matrix																																						
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table>						P.O																															
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	PO Matrix at the end of each learning stage (Sub-PO)																																						
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																							
Short Course Description	In this lecture, the nature and concepts of various design theories and learning technologies, characteristics, process stages of design and learning technology, and applications of design and technology in Arts and Culture learning are discussed.																																						
References	Main :																																						
	<ol style="list-style-type: none"> 1. Cees de Bont, Elke den Ouden, Rick Schifferstein, Frido Smulders, Mascha van der Voort. 2013. Advanced Design Methods For Successful Innovation . Design: United. 2. A. 2005. Creating Learning Materials For Open And Distance Learning: A Handbook for Authors and Instructional Designers . Canada: Commonwealth of Learning. 3. Soderstrom, Tor., From, Jorgen., Lovqvist, Jeanette., Tornquist, Anette. 2011. From Distance to Online Education: Educational Management in the 21st Century. Annual Conference Dublin: Umea University Sweden. 4. Rahmawati, Tutik dan Daryanto. 2015. Teori Belajar dan Proses Pembelajaran yang Mendidik. Yogyakarta: Penerbit Gava Media. 5. Sanjaya, Wina. 2008. Perencanaan dan Desain Sistem Pembelajaran . Jakarta: Kencana. 6. Hamalik, Oumar. 2008. Perencanaan Pengajaran Berdasarkan Pendekatan Sistem . Jakarta: PT. Bumi Aksara. 7. Trianto. 2008. Mendesain Pembelajaran Kontektual . Jakarta: Publiser 8. Lloyd P, Rieber. 2000. Computers, Graphics, & Learning. A: A. 9. Suryani, Nunuk., Setiawan, Achmad., Putria, Aditin. 2018. Media Pembelajaran Inovatif dan Pengembangannya. Bandung: PT Remaja Rosdakarya. 10. Sandjaya, Wina. 2012. Media Komunikasi Pembelajaran. Jakarta: PT Prenada Media. 11. Arifianto. 2018. Praktek Budaya: Media Digital dan Pengaruhnya. Yogyakarta: Aswaja Pressindo. 																																						
	Supporters:																																						
Supporting lecturer	Dr. Trisakti, M.Si. Dr. Martadi, M.Sn. Dr. Welly Suryandoko, S.Pd., M.Pd.																																						

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understanding the scope of lecture substance. Understanding the new learning and learning paradigm	1. Describe the scope of the lecture substance. 2. Outlining a new paradigm regarding learning and learning	Criteria: Accuracy of answers and arguments.	Lectures and discussions 4 X 50			0%
2							0%
3	Identifying the concepts of learning and learning theories Understanding the principles of learning design and technology as a system (Instructional System Design) Identifying learning design models	1. Describe the concept of the nature of learning, theories of learning and learning 2. Describe the principles of learning, understanding, concepts and principles of learning design as a system (Instructional System Design)	Criteria: The right answer and the right argument	Lectures and discussions 4 X 50			0%
4	Identifying the concepts of learning and learning theories Understanding the principles of learning design and technology as a system (Instructional System Design) Identifying learning design models	1. Describe the concept of the nature of learning, theories of learning and learning 2. Describe the principles of learning, understanding, concepts and principles of learning design as a system (Instructional System Design)	Criteria: The right answer and the right argument	Lectures and discussions 4 X 50			0%
5	Analyzing the process and stages of design and learning technology as a system (Instructional System Design)	1. Analyze the design process and learning technology. 2. Arrange the stages of learning design and technology	Criteria: Presentation, clarity of journal studies, precise discussion of results	Group Assignment (journal analysis), presentation and discussion 4 X 50			0%
6	Analyzing the process and stages of design and learning technology as a system (Instructional System Design)	1. Analyze the design process and learning technology. 2. Arrange the stages of learning design and technology	Criteria: Presentation, clarity of journal studies, precise discussion of results	Group Assignment (journal analysis), presentation and discussion 4 X 50			0%
7	UTS	All meetings 1 to 6	Criteria: The accuracy of the answer is in accordance with arguments, theories and concepts	UTA 2 X 50			0%

8	Identify learning design and technology models and be able to study them as systems (Instructional System Design)	1. Analyze design models and technology needs for Arts and Culture learning 2. Develop design models and technology needs for Arts and Culture learning	Criteria: Accuracy in answering questions and making arguments	Assignments, presentations and discussions 4 X 50			0%
9	Identify learning design and technology models and be able to study them as systems (Instructional System Design)	1. Analyze design models and technology needs for Arts and Culture learning 2. Develop design models and technology needs for Arts and Culture learning	Criteria: Accuracy in answering questions and making arguments	Assignments, presentations and discussions 4 X 50			0%
10	Presentation and discussion of learning design and technology	1. Develop an Arts and Culture learning design system. 2. Present the design and technology needs for Arts and Culture learning	Criteria: Presentation, content of the paper, accuracy in answering questions	Assignments, presentations and discussions 10 X 50			0%
11	Presentation and discussion of learning design and technology	1. Develop an Arts and Culture learning design system. 2. Present the design and technology needs for Arts and Culture learning	Criteria: Presentation, content of the paper, accuracy in answering questions	Assignments, presentations and discussions 10 X 50			0%
12	Presentation and discussion of learning design and technology	1. Develop an Arts and Culture learning design system. 2. Present the design and technology needs for Arts and Culture learning	Criteria: Presentation, content of the paper, accuracy in answering questions	Assignments, presentations and discussions 10 X 50			0%
13	Presentation and discussion of learning design and technology	1. Develop an Arts and Culture learning design system. 2. Present the design and technology needs for Arts and Culture learning	Criteria: Presentation, content of the paper, accuracy in answering questions	Assignments, presentations and discussions 10 X 50			0%
14	Presentation and discussion of learning design and technology	1. Develop an Arts and Culture learning design system. 2. Present the design and technology needs for Arts and Culture learning	Criteria: Presentation, content of the paper, accuracy in answering questions	Assignments, presentations and discussions 10 X 50			0%
15	Reflection on lecture material	. Can create a summary of learning design and technology, including an overview or summary of the subject	Criteria: Accuracy of summarizing, completeness of lecture material in the summary	Assignment and questions and answers 2 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.